

Unveiling the Impact of Accreditation and Professional Growth on the Organizational Culture of a State University

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ABSTRACT

Educational leadership in tertiary education plays a crucial role in the performance of the institution in a progressively competitive and knowledge-driven economy. In this advent of internationalization, the diversified types of organizational culture in various institutions require educational leaders to establish a high-level of conceptual and intellectual skills of the human workforce, which is the faculty. Hence, a quantitative study was steered to determine the impact of accreditation and professional growth as it is being associated with the organizational culture of the academe. Using the descriptive design, the study utilized modified survey instruments validated by experts in the field. Stratified random sampling was employed in selecting of 150 faculty respondents aside from following the ethical considerations and the established inclusion criteria. Statistical analysis revealed a high-level of descriptive rating on the impact of accreditation, professional growth, and organizational culture in the state university. Additionally, linear regression analysis exposed that impact of accreditation and professional growth has

both singular and combined significant effects on the organizational culture that exists. The findings of the study could have substantial use for the educational leaders to implement strategic intensification of the academic growth of the faculty to meliorate the performance of the academic institutions.

KEYWORDS

Education, Educational leadership, impact of accreditation, professional growth, organizational culture, descriptive design, Philippines

INTRODUCTION

Accreditation is an effective scheme for distinguishing quality levels among Higher Education Institutions (Segismundo, 2017). It is, in fact, one way that HEI's keep themselves in check with the standards (Conchada & Tiongco, 2015). Further, it evaluates the performance of the academe, including the faculty qualifications. However, the Commission on Higher Education statistical data as of 2017-2018 revealed that only 677 or 28.77 percent of HEI's have had accredited programs out of 1,906 (CHED, 2018), excluding their satellites and campuses. At the same time, only 40.59 percent and 14.07 percent of faculty with Master's and Doctorate degrees, respectively (CHED, 2018). Added to this is the poorly rated passing performance of converted state colleges to state universities in several professional board examinations (Casiple, 2014).

Meanwhile, CHED Memorandum Order Number 46, Series of 2012, stipulates the emphasis on the importance of culture of quality in HEIs (CHED, 2012). In this advent of globalization, pursuit of excellence is of great concern. The faculty members of an HEI are its greatest resource to carry out the mission and largely determine the quality (ADB, 2011). Hence, Republic Act 10533, series of 2013, Section 12 of Rule number 3 requiring Department of Education, CHED, Technical Education and Skills Development Authority to conduct training relevant to the professional growth of the teachers to meet the demand for quality teachers and leaders. Quality teaching brings together key commitments of different traditions within teacher education. This is the effect of professional development on the quality of teaching as studied by Gore et al., (2017). Furthermore, Ul Mujeeb and Ahmad (2011)

cited that the key to good performance is a strong culture. The culture of an organization is formed by the beliefs, behaviors, norms, dominant values, rules, and the climate in the organization (Oakland, 2001; Ashipaoloye, 2014). Since faculty mostly contains the majority of the population in the educational organization, they have a major contribution in creating of organizational culture.

Organizational Culture affects faculty employees as members of a specific community. The effects include the causes on their work attitude, their sense of obligation and responsibility towards their colleagues and the entire organization (Vasyakin, et. al, 2016), thereby, hindering or facilitating the organization's achievement of its goals (Ul Mujeeb & Ahmad, 2011). Above and beyond, if this organizational culture is fragmented, it could affect the efficacy and efficiency of the organization (Thokozani, 2017).

Previous studies were conducted in relation to accreditation experience, some focused on the professional growth of faculty, and others focused mainly on the organizational culture of an educational institution. Having said those, this study hopes to fill in the gap by unveiling how the faculty responds to the impact of accreditation, professional growth on the organizational culture of the state university with four campuses in Mindanao, which has not been explored yet by other researchers. The purpose of the study is to determine the status of the impact of accreditation and the extent of faculty professional growth as assessed by the participants; determine the level of organizational culture in the institution as assessed by the participants; determine to what extent is the level of organizational culture determined by accreditation impact and faculty professional growth.

METHODOLOGY

The study employed a descriptive design wherein the quantitative data were collected thru survey questionnaires that had undergone validation by the experts in the field. Out of 330 faculties in the four campuses, the 150 respondents were chosen thru a stratified random sampling aside from the inclusion criteria of 3 years residency in the service; the status is permanent; has experienced accreditation process; and has been assigned in the level II programs of the institution. Further, the study has been thoroughly reviewed by the **Ethical Review Committee (ERC) of the university** prior to the launching of the questionnaires. Informed consent, voluntary participation,

and confidentiality of the responses were a few of the established ethical standards. Likewise, a letter of approval to conduct the study from the President and Vice President of the Academic Affairs of the University and the Campus Director of University A, B, C, and D were obtained and noted by the adviser. Upon approval, the researcher used the forms of data collection as recommended by the ethics review committee.

Additionally, the faculty participants were oriented about the conduct of the study, its significance, its purpose, and its objectives. Each item on the survey questionnaire and the corresponding individual scale were explained thoroughly to the participants. Linear regression analysis was employed to get the results on the extent of the impact of accreditation, professional growth, and organizational culture as perceived by the faculty. The employment of the statistical tools specifically determines the significance of the independent variables to the dependent variables.

RESULTS AND DISCUSSIONS

Below are the quantitative results of the study conducted to reveal the impact of accreditation and professional growth on the organizational culture of a state university. The results are presented through tables based on the objectives of the study. The quantitative results contain the status of the impact of accreditation and the extent of faculty professional growth, and the level of the organizational culture in the institution as assessed by the participants. Further, the study also uncovers to what extent the level of organizational culture as determined by the impact of accreditation and faculty professional growth.

Table 1. Status of the Impact of Accreditation

	Mean	SD	Description
School Improvement			
Categorical Mean	4.26	0.79	Very High
School Growth and Recruitment			
Categorical Mean	3.95	0.93	High
Academic Growth			
Categorical Mean	4.13	0.79	High
OVER ALL MEAN	4.11	0.8	High

The variable on the impact of accreditation has obtained an overall mean of 4.11 with a corresponding description of high. The overall standard deviation of 0.80, which is established from the participants' responses, entails their similar perceptions. Based on the mean of the three indicators, school improvement is the only indicator that obtained a very high descriptive rating, as shown by its mean of 4.26. It implies that while the accreditation process would not just determine the growth and recruitment in the institution, it also shows a great penetration in the operation of the plan that resulted in a multifold transformation in the educational institution.

The variable school improvement refers to the enhancement observed physically after the institution has undergone the accreditation process. As revealed in the above table, school improvement has a very high descriptive rating has a homogenous assessment in this area by the participants. Indeed, there is notable development and progress in the institution because of accreditation. The faculty in the evaluated institution strongly believed that because of accreditation, the said educational institution has formulated effective plans for the school and faculty. Thus, school improvement has been manifested by the institution.

School Growth and Recruitment refers to the increase in the enrolment of the students and recruitment of the human work-force as the institution has undergone accreditation. This indicator revealed a categorical mean of 3.95, the lowest mean among the indicators of the impact of accreditation. The implication of the result suggests that as the institution indulges in the accreditation process, it has either determined the increase or decrease in enrolment and strengthened recruitment of human resources.

Academic Growth refers to the increase in the students learning while the institution has undertaken the process of accreditation. A mean of 4.13 has been obtained by this indicator with a description rating of high. This finding means that the participants' viewpoint has uniformity which connotes that when the academic performance of the institution is matched from the past to the present, there is already a disparity in the scholastic records of the institution with the help of accreditation.

The description rating of high also entails that the participants are not yet satisfied with the academic records of the institution. It also suggests that the faculty are still looking forward to higher academic performance through the collaborative efforts of teachers and students, which must be manifested in the result of board examinations.

Table 2. Extent of Professional Growth

	Mean	SD	Description
Value of Career Development			
Categorical Mean	4.29	0.73	Very High
Availability of Career Development Opportunities			
Categorical Mean	3.94	0.84	High
OVER ALL MEAN	4.10	0.81	High

Table 2 refers to the degree of teachers' better transformation and more apt instructional application by means of engaging in continuous education and trainings that tailors and creates relevant instructions for students. The survey questionnaire contains two indicators that determine the professional growth of the faculty.

As presented in the table, this variable obtained an overall mean of 4.10 with a descriptive rating of high. Likewise, the standard deviation of this variable is 0.81. This led to the near homogeneity of the participants' notions. The result suggests that professional growth is of great importance in the teaching profession to the participants.

Value of Career Development is the indicator that pertains to how the participants value the career development for their professional growth. It has a categorical mean of 4.29 and a descriptive rating of very high. It can be speak that the faculty participants have a relative opinion on the items of value of career development. Indeed, career development has a great influence on the methodological teachings of the faculty and has benefits to the employer of the organization. More so, the standard deviation of 0.62 entails a small probability of variance in the participants' responses. The result entails that participants have the strong conviction that with career development, the faculty will be able to function at their highest potential to thrive in the standards of internationalization. Hence, the coherent system for professional growth that eventually instigates the faculty performance would be accounted for the achievements of the organization.

The availability of the Career Development Opportunities indicator refers to the opportunities offered by the institution for the professional growth of the faculty. It has obtained a categorical mean of 3.94 with a descriptive rating of high. Corresponding to this mean implies limited opportunities being offered for the career development of the faculty. Although the

organization provides employees with information on the availability of job openings inside the organization, the organization provides less career counseling and planning assistance to employees. This presupposes that the organization has an insufficient implementation of the career development of the teaching workforce.

Table 3. Level of Organizational Culture

	Mean	SD	Description
Support Dimensions			
Categorical Mean	3.92	0.85	High
Mission Dimensions			
Categorical Mean	4.19	0.75	High
Success Dimensions			
Categorical Mean	4.18	0.81	High
Bureaucracy Dimensions			
Categorical Mean			
OVER ALL MEAN	4.05	0.84	High

Table 3 refers to the dependent variable of the study, which is the organizational culture. This includes shared beliefs and practices that exist in the organization. This variable has four indicators namely; support dimensions, mission dimensions, success dimensions, and bureaucracy dimension. This variable has an overall mean of 4.05 with a descriptive rating of high. The overall standard deviation of 0.84 shows the regularity of the participants' answers which discloses the faculties' high regard for the organizational culture of the institution.

However, if the categorical means of the four indicators are to be compared, the indicator support dimension that pertains to the extent how the institution supports the various activities involving the employees has the lowest categorical mean of 3.92, amidst a descriptive rating of high. To such a degree, this result presupposes that the organizational culture considered by the participants as a motivational instrument to work for better productivity is partially manifested in the educational institution. Hence, it is necessary that the organization must encourage employees to work harmoniously with their colleagues to ensure better productivity.

Despite the inconsistent support, the categorical mean of the indicator mission dimension which pertains to how the mission in the organizational culture is carried out in the educational organization, has gotten the highest mean of 4.19 and a descriptive rating of high. Looking at the standard deviation of 0.75, a relatively homogenous response is observed. This denotes that the organization is focused on directing the faculty towards achieving the mission of the educational institution and that the faculty are certainly directed towards achieving the mission of the institution.

On the other hand, the success dimension is the indicator that reveals how the organizational culture values the exerted efforts of the individual employee as they succeed in their work. From the result of the assessment, the categorical mean of 4.18, along with a descriptive rating of high means that the organization, in some measures, recognizes the achievements of the employees. This further means that the majority of the faculty believed that achieving the mission of the institution is the most priceless achievement they can give to the organization despite the longing for a more cognizant organization of the individual endeavor of faculty.

While the bureaucracy dimension is the indicator of organizational culture that refers to the system of management most observable in the institution, assessment of the participants revealed a categorical mean of 3.93 and a descriptive rating of high. This suggests that the organization does not strictly impose or adhere to the bureaucratic system of administration. Further, it connotes that the faculty are frequently reminded of the importance of obeying the mandates of being public servants and that the faculty experienced a less autocratic leadership in the educational institution. More so, the faculty freedom is recognized by the institution. This further implies that the organization encourages the faculty to become creative in their way, as long as it does not violate any rules and regulations.

Table 4. Level of Organizational Culture as determined by Impact of Accreditation and Professional Growth

Variables	Standardized Coefficients	t	p-value	Interpretation
Organizational Culture		2.338		
Impact of Accreditation	0.253	3.455	0.001	Significant
Professional Growth	0.629	8.587	0.000	Significant

Dependent Variable: Organizational Culture; $r^2=.713$

Table 4 is the level of organizational culture as determined by the two independent variables. With the use of linear regression, the respective computation was revealed. The positive coefficients of the impact of accreditation which is $b = .253$, and the professional growth, which is $b = .629$, means that as the value of the organizational culture increases, the unit of the impact of accreditation increases by 25.3%, and professional growth increases by 62.9%. In this case, the variable professional growth is the better predictor compared to the impact of accreditation. While both the independent variables impact of accreditation and professional growth are considered significant predictors of the organizational culture with ($b = .253$, $p < .05$) and ($b = .560$, $p < .05$) respectively.

Status of the Impact of Accreditation

Based on the quantitative assessment of the participants, the variable impact of the accreditation has obtained high description responses. This result indicates that the delegation of tasks during the preparation for the accreditation process has been managed by the faculty effectively. This claim thereby affirms the cited literature of Ching (2013) that accreditation determines the process of quality control and assurance as a result of or assessment in an institution. Also, the quantitative result partially constitutes the claim that accreditation ensures the success of the university in multiple areas (Lewis, 2016). As shown on the quantitative table for the impact of accreditation, the school growth and recruitment and academic growth have also been rated high by the faculty.

School Improvement. The high description of the faculty participants on the school improvement means a quality improvement in the effectiveness, efficiency, equity, timeliness, or safety of service delivery processes and systems (Hanover Research, 2012) are evident in the institution. As perceived by the participants, most of the items on the school improvement have been rated very high. This only connotes that because of accreditation, the institution has strengthened the holistic perspective of the educational institution. Further, it conforms that the programs offered are recognized as meeting minimum acceptable standards (Ching, 2013).

More so, the institution that would engage in the accreditation would be granted certain incentives (Conchada & Tiongco, 2015) as it also establishes government and funding agencies (Segismundo (2017)). It also enables leaders of schools to see what areas of school accreditation are affected

(Mensching, 2012). Hence, improvement in the physical plant facilities of the institution is evident. The erection of new buildings and other developments that are noticeable in the institution has something to do with accreditation. This is done to attain client satisfaction which is the prime objective of accreditation (Paccioni, Sicotte, & Champagne, 2008).

School Growth and Recruitment. The indicator of school growth and recruitment have the lowest mean among the indicators of the impact of accreditation. Although its description is high, there is a further implication of this item. The participants are required to assess whether the enrolment has increased after the school indulges in the accreditation. The response of the faculty participants is high. This could mean that student recruitment has become more important to many schools, and accreditation is a key element in attracting students, as cited by Mclain, Credle (2018). Further, institutional accreditation is for monitoring the educational quality of an entire college or university (Gutteplan, 2011), as cited by Prince, Mclain, Credle (2018). Nevertheless, the implication of the result suggests that whether or not the institution indulges in the process of accreditation does not determine the increase or decrease in enrolment and recruitment of students, as supported by the study of Prince, Mclain, Credle (2018), which did not find that accreditation leads to greater gains in enrolment growth.

Academic Growth. On the other hand, the academic growth of the institution is also rated high by the participants but has a lower mean compared to the school improvement. The assessment of the participants can be attributed to the claim as cited by Segismundo (2017) that improvement in the context of accreditation is simply something that is assumed to happen if institutions comply with the standards of the accrediting body.

However, this claim has opposed to the claim that institutional accreditation is for monitoring the educational quality of an entire college or university, as cited by Prince, Mclain, Credle (2018). As cited by Segismundo (2017) that higher education accreditation ultimately has little effect on improving the quality of education, which is probably the most unfavourable criticism of accreditation. This may not be enough because it is too general and may refer more to the institution and not so much to the learning or teaching process, which involves the quality of students, teachers, and research (Conchada & Tiongco, 2015). As such, accreditation turns into process-dominated and tends toward what can be documented as high quality rather than the quality itself.

Extent of Professional Growth

In terms of the status of professional growth of the faculty in the institution, the result reveals that the participants' ratings of high entail the enough existence of a professional growth program offered by the institution. This conforms to the belief of the faculty that professional growth, as defined by the Saskatchewan Teachers Federation Governance Handbook (2016), refers to the change in knowledge, skills, abilities or perspectives resulting from the continuous professional learning that teachers intentionally pursue with the goal to further understand the nature of teaching and learning, enhance professional practice or contribute to the profession.

In terms of the status of professional growth of the faculty in the institution, the result reveals that the participants' ratings of high entail enough existence of a professional growth program offered by the institution. However, with a high rating, the faculty seems to look forward to experience career development opportunities offered by the school.

Value of Career Development. The participants have very high regard for the value of career development. This conforms to the proposition of Li, Tong, Wong (2014) that in order to encourage organizational commitment, employers provide employees with the opportunity to acquire skills that will eventually make the latter more employable. As further explained by Smith (2015) that through efficient Professional Development (PD) teachers will learn new skills, become more effective, learn off other people's experiences and develop a clearer teaching philosophy which suits their style.

In Addition, professional development believed by the teacher to fulfill their desires to learn specific content, observe and apply new techniques to better engage diverse students and learn collegially to share context relevant information (Jannin, 2016). Hence, employees are responsible for planning their own careers while organizations are expected to support those plans. Thus, career development is essentially a mutually beneficial effort between organizations and their employees (Li, Tong, Wong, 2014).

More so, the International Literacy Association (2018) proposition on professional growth conforms to the faculty rating that in professional development teachers are given more importance in this manner and not just cogs in the industrial education machine; instead, they are active agents in an immersive, sustained process of learning. Further, this states that because of professional growth teachers are now able to define their

own learning networks and engage in substantive dialogue and inquiry with other educators both in their own school and beyond (International Literacy Association, 2018).

Availability of Career Opportunities. In dismay, the institution has offered limited program that only selected faculty could enjoy. As supported by the lowest mean ratings of the participants. This result has deprived the faculty of one of the cited benefits of Insala (2017) on *career goals* which makes the mentor lead the mentee in the right direction.

Aside from the limited professional growth program offerings, the participants have the lowest rating on the item that the organization provides counselling and planning assistance to employees. This importance of professional growth is significantly related to the examination performance (Visco, 2015). This could mean that the institution should not be surprised on the board examination result of the students since there is impartiality in the implementation of professional growth for faculty because successful professional development should be aligned with school goals to further drive teacher and student improvement (Hathorn & Dillon, 2018).

Another item that has the lowest mean is the systematic program that regularly assesses' employee's skills and interests. This has something to do on the limited opportunities of the organization as rated by the faculty participants. The barrier to achieve plans for development include a lack of time, a lack of administrative support, a sense that it is not meeting their needs, and a feeling that it is a waste of time (Hathorn & Dillon, 2018).

Level of Organizational Culture

The organizational culture as the dependent variable has the same descriptive rating from the assessment of participants on the two independent variables impact of accreditation and career development but contains the lowest mean. The result contradicts to the perception of the participants of what an ideal organizational culture is. As cited by Alhaji (2018), organizational culture is the shared philosophies, ideologies, beliefs, assumptions, expectations, attitudes, norms and values in organizations.

The lowest mean rating of the faculty participants on the organizational culture also mean that the needs of the faculty are not met in which it is being perceive to be a vital aspect in promoting code of conduct in employees, facilitates motivation though recognition, promotes self-satisfaction, and acts as a guide to employee thinking and actions (Odor, 2018). In addition,

it influences and impacts not just the way a college operates but also employees' attitudes (Min, 2017).

Support Dimensions. From the ratings of the participants, this indicator has the lowest mean. The implication of this result implies that there is only moderate support given to the faculty. This scheme affects the motivation of the faculty to perform better as because the organization with a culture that encourage supportive and friendly work environment, derived better business performance as they are likely to perform well in teamwork (Obiekwe, 2018). This is vital as this feeling causes them to consider that their organization stands behind them. As a result, high organizational support can lead to effectiveness and productivity for any organization (Gunduz, 2014).

Despite the not supportive organization, the faculty do not compromise their performance on attaining the mission of the institutions. This result supports to the claim of Vasyakin et al., (2016), which states that in the modern higher education institutions, organizational culture relies on the continuous involvement of teachers and students that intends to, not only realize their personal and professional skills together with career development, but also to harmonize the in-company and intragroup relations, and to improve the psychological climate.

Mission Dimension. This indicator has the highest categorical mean in the organizational culture. This implies that the faculty have focused on achieving the mission of the school. Thus, the faculty has taken their patience, sacrifice and vision (Smith, 2017) to the organization. This has a link on the emotional organizational culture of Odor (2018) that the substance and forms of culture are filled with emotions as well as meanings, which is why the faculty have helped to manage and overcome anxieties.

Success Dimension. This indicator has the highest mean with a very high description as rated by the faculty. The item on the best reward is to accomplish a mission in the organization further means that majority of the faculty believed that achieving the mission of the institution is the most priceless achievement they can give to the organization. This shows the genuine and total commitment of the faculty which can only take place or grows when the employee consider himself as a part of the organizations' family or part of the system (Obiekwe, 2018).

Further, the lowest mean is obtained by the item on successful teachers are rewarded in the organization. The result entails that the faculty are

longing for a more cognizant organization to their individual endeavor. It also conforms on the perspective of Lehman (2017), that the organizational culture plays a significant role in the success or failure of various projects. The attitude of being inspired by also contributes to building an organizational culture open to creativity and innovation (Coman & Bonciu, 2016). For the organizational culture has a pivotal role in the success, or the lack thereof, of a large-scale organizational change (Min, 2017).

Bureaucratic Dimension. The second lowest mean in the organizational culture is the bureaucratic dimension of the organization. It entails that the organization do not strictly imposed or adhere to the bureaucratic system of administration. This result asserts that the organizational culture prefers accessible transaction that prevents the delay of services. Hence, it predominate a leadership skill that to Aydin (2018) entails both a research area and a practical skill encompassing the ability of an individual or organization to “lead” or guide other individuals, teams, or entire organizations.

The prevalent leadership in the organization can be attributed to transactional leadership in which leaders being portrayed in this situation as more task- or goal-oriented than people-oriented. Transformational leadership style is not based on a “give and take” relationship. The Leader behaviors enable followers to transform themselves and to be inspired in order to perform beyond expectations while transcending self-interest for the good of the organization (Odor, 2018).

The highest mean in this indicator is on the item managers in the organization often remind about following the rules. This connotes that the organization is a mission centered because faculty are frequently reminded of the importance in obeying the mandates of being public servants. This conforms to the claim of Divan (2012) that vision-centered organization reminds personnel responsibilities by equipping members with a clear direction.

The result also means the organization has a kind of democratic leadership. The organizational culture and performance are related to the type of leadership. Further, the kind of leadership imposed dominantly in the organizational culture influences the organizational performance (Khajeh, 2018).

Extent of Organizational Culture as determined by the Impact of Accreditation and Professional Growth

With regards on extent of the level of organizational culture as determined by accreditation impact and faculty professional growth, the regression analysis revealed that the professional growth of the faculty constitute a significant contribution in the success of the organizational culture. Rennekamp (2006) says that using a career development approach in planning for professional development implies to focus on the interaction between the individual and organization over time. This long-term perspective enables the organization to more efficiently and effectively utilize the time they will be able to devote to professional development.

In addition, organizational culture plays a significant role in the success or failure of various projects (Lehman, 2017). This implies that when the development of faculty performance in the organization is not nurtured, it will create a negative impact on the organizational performance. It is necessary that leaders must address potential obstacles to the successful transfer and creation of knowledge for their organization, the community of practice and the profession of research administration (Lehman, 2017).

Another point is that, to learn from the best the organizational culture needs to “get inspired by and discover strategies, tools, attitudes and values that may contribute to building an organizational culture open to creativity and innovation, there is a need to come up with a design for better structures of governance and more flexible systems of communication and decision making (Coman & Bonciu, 2016).

CONCLUSIONS

This study has provided a general knowledge on what are the connections of the impact of accreditation and professional growth on the organizational culture of a state university. As evident on the result, the researcher generalizes that because of empowering the faculty in the preparation for accreditation process, there is an effective execution of plan for the accreditation. This further resulted to create a great impact on the school improvement of the educational institution.

Moreover, the faculty professional growth has believed to affect the performance of the faculty and the organization. Because of the limited opportunities offered by the organization for the career development of

the faculty, the academic performance is not as noticeable as the school improvement. This also has something to do with the teaching performance of the faculty to their students which can be reflected in the board exam performance. With the limited career development opportunities, the faculty have imparted limited insights to the students as well.

Behind the reason of the limited opportunities for faculty development is the inadequacy of the organizational support. Faculty cannot succeed on their own and career development initiative without the support of the organization. Being underprivileged of the support for career development of the faculty, the teaching performance is affected. As inference to this finding, the organizational culture affects the professional growth of the faculty which also affects the organizational performance as a whole.

Additionally, the statistical result conforms on the above claim. The professional growth of the faculty has established to have an immense impact on the organizational culture of the educational system, although, both the professional growth and the impact of accreditation are considered to leverage the organizational culture of the organization.

ACKNOWLEDGMENT

The researcher would like to express her deepest appreciation and sincerest gratitude to all those who provided her the possibility for the completion of this dissertation. The constant support, continued advice and inspiration that fueled her to surmount adversities.

To all her mentors, Key Officials of SDSSU especially to Dr. Baceledes R. Estal and Dr. Cynthia P. Sajot, to the Research Head of SDSSU-Lianga, Dr. Fabio C. Ruaza, Jr., to her cousin and boardmate Ailyn Grace, and participants of the study.

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Gunning Fog Index:	14.16
Flesch Reading Ease:	28.20
Grammar Checking:	92/100
Plagiarism:	3%